

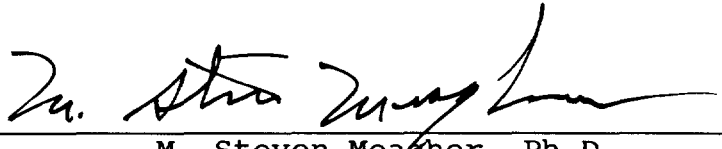
**PERCEPTIONS OF INMATE-STUDENTS' ABILITY
TO SUCCEED IN HIGHER EDUCATION**

An Honors Thesis (HONRS 499)

by

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March 25, 1993

Expected Date of Graduation: May 8, 1993

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ABSTRACT

This research focuses on the provision of college courses as a means of rehabilitating inmates confined in correctional institutions. The central concern is the perceptions of college faculty instructing inmate-students. Three dimensions were considered: the perceived ability of inmate-students, the perceived motivation and effort expended by inmate-students, and the perceived conduciveness of the correctional environment for the provision of college courses.

Employing a survey research methodology of faculty who had served as instructors of college courses in the institutional setting, the project revealed faculty perceiving inmate-students as possessing the same academic abilities as students enrolled in college courses in the traditional campus setting. Additionally, faculty expressed the belief that inmate-students were motivated to take courses out of a genuine interest in obtaining a college degree and the desire to favorably impress correctional and court officials. The surveyed faculty perceived the inmate-student as dedicating more efforts to college course work than the typical college student. Faculty opined that correctional administrators and line staff do not support college education programs for inmates and, based on their experiences, believed that the facilities utilized for college courses in the prison setting and the resources available to inmate students were less than adequate.

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INTRODUCTION

Society has traditionally sought suitable ways to cope with the problems of crime and ways to prevent people from acting on criminal tendencies. It seems that nothing has worked to stop crime, so how do we keep criminals from committing more crimes? This very question is now the focus of many correctional administrators, politicians and social policy makers. The purpose of this research is to explore the possible utility of providing educational programs for inmates as a means of rehabilitation.

In the early 1980's and through to the beginning of the 1990's there was a marked shift in the outlook of society toward the correctional system. The law and order era stressed punishment of criminals as opposed to rehabilitation. This popular sentiment was reinforced by the political issues and fiscal implications brought on by court action centering on overcrowded prisons and jails. Yet, there were still advocates for treating criminals with a sense of dignity as the first step in lowering rates of return to the prison system. This theory has resulted in the implementation of higher education courses for felony inmates.

To assess the possible benefits of providing higher education for inmates, there is a need to explore the professional perceptions of those who are the most basic component of these programs: the correctional educator. To better understand these feelings and perceptions, this research focused on Ball State University faculty of who participate in the education of inmates. To this end, the research focuses upon the following dimensions:

- I. Inmate motivation for participating in the education programs offered to them.
- II. Inmate ability to complete course requirements, fulfilling educator expectations.
- III. The conduciveness of prison environment for the college education mission.

To justify the continuance of inmate higher education programs and to determine if such programs are beneficial, much more is needed to be learned about the conduct of these programs. It is assumed that inmates who participate in inmate educational programs do so for many reasons and may possess variable abilities to succeed in pursuing college course work. In finding out these reasons many other assumptions may be made:

- 1. Is our system fulfilling the needs of the incarcerated to obtain success upon release?
- 2. Are educational programs run in an appropriate and efficient manner?
- 3. Should further expenditures be made towards inmate education?
- 4. How can inmate rehabilitation be improved?
- 5. Is inmate education done for the right reasons?

Research in this area is justified in light of the emphasis on education as a component of the "Correctional Rehabilitative Model." It is critical to ascertain the perceptions of those providing college education to inmates in such areas as inmate motivation, inmate ability to complete course requirements, conduciveness of facilities.

REVIEW OF THE LITERATURE

The importance of inmate education is stressed by many as an important element in the rehabilitation of criminal offenders. Gehring writes of the attempt by the "Correctional Education Association to encourage the new Department of Education to establish an Office of Correctional Education" (1980, 4). This call represents an attempt to place the educational needs of those convicted of crime on a parallel with the necessity of educating our young. Along with the need for a special department to better facilitate the programs, the Gehring also explains the benefits of education for inmates:

Increasing corrections costs have become a great burden to taxpayers, especially as constraints on resources intensify. We can no longer afford to incarcerate the same people again and again. There are strong economic and moral justifications for developing correctional education services. Education is correlated with the improvement of saleable competencies, pro-social value orientations, and communication and computer skills (1980, 4).

An attempt to ascertain the benefits of inmate educational programs was undertaken by the Ohio Educational Furlough Program. The study assessed 237 educational furloughees released from January 1, 1972 through December 31, 1974. The research found "educational furlough can and does work as an aid in reintegrating offenders into the community (Wolford, 1980, 15). It would seem, based on this study, that educational programs are of utility in lowering recidivism rates.

To focus on the reasons why educational programs may not work and how we might be able to make them work, research was undertaken

by Joseph Krisak and Steven M. Ross. In attempting to determine why inmate educational programs may not produce the desired rehabilitative effects, two explanations were offered:

First, educational programs have been implemented in helter-skelter fashion throughout various correctional institutions without any overall plan of action or intervention strategy. Therefore, the programs implemented may not be attuned to the needs of the incarcerated or may not provide saleable skills upon release. Second, the correctional educator is often dealing with an individual who is resistant to any rehabilitative effort including educational intervention (Ayllon and Milan, 1979).

The authors provide models to assist in improving the benefit of inmate educational programs. The models' main focuses are on treating the inmate as an individual and taking into account each individual's educational needs and abilities. This can be achieved by giving a "broad-band array of psycho-educational tests" (Krisak and Ross, 1981, 12).

The recognition of the importance of educating the nation's incarcerated was signaled in 1981 by Terrell H. Bell, the former Secretary of Education. Bell offered support for the provision of correctional education programs in the following:

We must make sure that incarceration is a sentence to temporary loss of freedom; not a sentence to lifelong ignorance, unemployment, poverty, and crime. Correctional education can be the way out; we must give it our support (Bell, 1981, 4).

Correctional educators express mixed feelings about their profession. In describing his personal experiences as an educator in the correctional setting, Hruska tells of his fears of the inmates he teaches and his sympathy for them. Having taught English courses for university credit at the Marquette Branch

Prison in Michigan, Hruska tells of the frustration and difficulties associated with teaching inmates and tries to determine the reasons why he continues to pursue this occupation. He explains, "Whatever the reason, I continue to teach at prison, and despite the frustration, I find the work deeply rewarding" (Hruska, 1981, 16).

The main focus of the education programs for inmates is to assist in convict rehabilitation and attempt to reduce recidivism rates. In an effort to examine the value of providing college courses of incarcerated offenders at the Maryland Correctional Training Center, an evaluation was undertaken. The college program in this study was offered by Hagerstown Junior College. In essence:

This study was designed to serve the following two functions: 1. The study provided information and conclusions to fill the gap of relating post-secondary education to rates of recidivism; and, 2. The study permitted generalizations to other populations of offenders who were incarcerated (Blackburn, 1981, 23).

Upon the conclusion of this research, it was determined that the college program offered by Hagerstown Junior College at the Maryland Correctional Training Center in Hagerstown, Maryland had a positive effect in reducing recidivism rates among the program participants (Blackburn, 1981, 24).

To get a feel for the kind of classes that instructors feel are valuable, Kathleen Brasel documents her experience teaching inmates. Brasel contends that "to assist these inmates with educational and social needs, we need to select courses which develop interpersonal communication skills and values

clarification" (1982, 21). She developed a course structure for an interpersonal class which she felt to be very effective. Assigning students work in groups of five or six, each group had a leader for a certain amount of time and then a new leader was designated. All groups, under the direction of the appointed leaders, were all assigned exercises which would help in relating and make them aware of their feelings and personal needs. The students were also required to maintain personal journals to further evaluate their inner thoughts (Brasel, 1982, 21). Brasel summed up her feelings in the following statement:

It is my belief that there is a real need for classes in interpersonal communication and values clarification in prison education at all levels. The socializing process of working cooperatively with a small stable group, of calmly discussing personal values and beliefs, of examining one's own life, and of learning of one's commonality with humanity are experiences invaluable to full education of the individual (Brasel, 1982, 24).

Many people feel they can contribute to the determination of a curriculum for effective college courses in America's prisons. Ernesta P. Pendleton provides the details of a program built around the development of inmate self-esteem. The program focuses on the rehabilitation of criminals by instilling a sense of pride in one's self. A basic summary of the program is as follows:

As a program of penal intervention, the Lorton Prison College Program seeks to break the cycle of crime-arrest-incarceration by giving inmates a new perspective, new options for responsible decision-making and, most of all, a chance to earn a college degree -- a decided edge (Pendleton, 1988, 82).

It seems courses which help develop the inmate's sense of well being, self-esteem, or decision making are not the only types of

courses under consideration for post-secondary educational curricula in the correctional setting. Courses in economics, coupled with computer education, are viewed as being of positive benefit for inmates. Research conducted by the Junior Achievement Association in the state of Texas found the results of such programs very promising. This undertaking reported:

Inmate/students' critiques indicated that inmate/students can become active participants in such an economics course and their rehabilitation, in an educational setting, may be enhanced. Immediate benefits seem evident: greater knowledge of the American business/economic world; the stimulus to further study economics, business, and computer science (Pearson, 1988, 124).

The implications of this type of course offerings show the need and concern for appropriate diversity in college inmate courses.

In contrast to the kinds of courses provided for inmate college students, there is need to ascertain the manner in which these courses are implemented and the audience of inmates for which college programs have the maximum benefit. In a study in which data were collected for a period of three academic years at the Clinton Correctional Facility for inmates in Plattsburgh, New York, some interesting results emerged. The study was conducted to determine the subject material retention rate of inmate college enrollees (Dufor, 1989, 28)." The following conclusions were reached as a result of this longitudinal analysis:

Of the students registered, 84% remained in the program throughout the three-year period. That retention rate was substantially higher than the overall Clinton Community College rate (62%) for the same period, and the 42-54 percentage range of national statistics for two-year colleges. The research indicates that the signifi-

cantly higher retention rate of the inmate student does not substantiate the three theories of attrition attributed to dropout rates on regular campuses. The research supports Thomas and Hepburn's Theories (1983) that offenders came from lower socioeconomic strata of society, and suggests that if given a chance, prisoners' capabilities for retention will exceed that of students who are not incarcerated (Dufor, 1989, 28).

In reviewing the literature, a positive outlook is expressed toward the need for college educational courses inmate students. Much time and thought have been given to what can help the incarcerated individual to adapt to society upon release, and adaptability to prison life itself. Yet still more research needs to be done to fully comprehend the utility of college programs offered in the correctional context.

As correctional education programs grow, it has become evident that certain aspects of these programs are not fulfilling the needs of all inmates. Of particular interest in this regard is the level at which the correctional institution promotes participation in the educational process. One particular section of the prison population that is not being considered is that of those needing special education courses. To support the need for special education instructors, Carolyn Moldin Fink offers this eye-opening statement:

Over-representation of disabled people among the incarcerated is a national concern. Prevalence of disabled individuals in prison is two to three times the incidence among the general population (190, 186).

There is little doubt prison education programs need to be expanded to better fit the needs of all inmates. In the same survey, the following statement was offered to show the lack of

specialized instructors in most prison operations:

Few of us in modern juvenile and adult correctional facilities trained for the field -- we were trained in content areas such as reading, math, or English; or as elementary, vocational, special, or adult educational teachers. Some of us do not have education backgrounds at all. Our professional identity is often rooted in our particular area of training, rather than in correctional education. Frequently, we consider our institutional teaching as a brief sojourn, a task done only until a "real" job comes along. As we find ourselves in the strange and oppressive institutional environment, we recognize that our training did not prepare us for the realities of prison teaching. We are supremely ill-prepared for the challenges that face us in teaching in prisons and juvenile facilities (Eggleston, 1991, 16).

Eggleston's main focus was the manner in which some organizations are attempting to help dispel some of the fears and difficulties which come with prison education. She talks about how "there has been an attempt to provide staff training to correctional educators on a national basis through interactive video teleconferencing" (1991, 17).

Eggleston spoke of other methods by which prison educators are trying to implement modifications in the correctional education system:

Another effort has been undertaken by the National Academy of Corrections. For the past few years, the Academy has been producing a DACUM Curriculum Series (which stands for Developing a Curriculum) for correctional staff. The product of each DACUM is a sequence of skills and attributes for the various correctional employee groups. In July 1991, this series will be extended to correctional teachers, with efforts made to identify skills and characteristics for exemplary correctional teachers (1991, 17).

Through these two examples, it can be supported that correctional education is a very important issue. Properly implemented college programs in the institutional environment have

the potential of yielding positive benefits. There is still a need to further research the nature of prison education and refine and expand the various programs.

Of critical interest in the assessment of prison college programs is the incentives inmates have for enrolling in higher education programs. More and more states are implementing mandatory participation in such programs for inmates incarcerated in their particular system. The Journal of Correctional Education publishes many articles pertaining to prison education programs. One particular survey which appeared in the journal pertained to the issue of mandatory versus voluntary participation in college programs. The survey discussed the incentives provided for inmates to participate in voluntary programs:

The main incentive used by the states is a reduction of sentence to encourage their inmates to attend the mandatory programs. Most states grant the inmates enrolled in the mandatory programs the same amount of time off as those in voluntary programs. Other incentives include daily stipends, extra institutional privileges, and promotion to a higher-paid or better class job (Di Vito, 1991, 126).

As the number states mandating educational programs for inmates increases, there are still those who rely on voluntary educational programs. When examining the justification for not implementing mandatory prison educational programs,

The statements range from an inmate must want to attend voluntarily in order for the program to be effective, to the position that there is not enough money or space to set up an effective program. Most states do have some kind of incentive program, with the exception of Utah and West Virginia (De Vito, 1991, 129).

It has become evident that regardless of the system a state

has implemented, mandatory or voluntary, a strong inmate incentive plan is a major component in the potential success of an educational program in a correctional institution.

The need for additional research pertaining to prison education is not a concern restricted to American corrections. In examining correctional education in Canada, Toupin surveyed teachers working in Quebec's federal penitentiaries. The results of that survey revealed interesting conclusions about the ideologies of prison educators in that country. The most interesting findings were how the prison educators perceived their role as an educator:

Two items in the survey were aimed specifically at pinpointing and understanding the teacher's view of his role as it is now and would be ideally. We note that one out of two teachers saw himself as a social rehabilitation worker. It is interesting to note that, ideally, the role of the "knowledge communicator" has become almost obsolete (11%). The analysis, based on the criteria mentioned earlier, reveals that teachers in the professional sector mainly see themselves in practice and ideally in the same role (social rehabilitative). Teachers from the academic sector and maximum security institutions see themselves in an advisory role (31% in practice and 38% ideally (1988, 109)).

METHODOLOGY

To ascertain the perceptions of college faculty teaching courses in the institutional corrections setting, this research employed a survey research methodology. The questionnaire instrument is contained in Appendix A.

The sample was a purposive sample of faculty teaching at Ball State University who had served as instructors in college courses offered at the facilities of the Indiana Department of Corrections. Based on a list of faculty furnished by the Prison Programs Division of the School of Continuing Education and Public Service, 48 faculty members were identified as having taught courses within the past four years. These faculty comprised the sample.

Members of the sample were mailed a questionnaire and an explanatory cover letter through interdepartmental mail. A pre-addressed return envelope was included. A total of 39 questionnaires were returned, a return rate of 81.3 percent. Two of the returned instruments were excluded from analysis due to a lack of information, resulting in a net usable return rate of 77.1 percent.

The returned instruments were coded and analysis was conducted using the computing facilities of Ball State University. Analysis was conducted using the SPSS-X software program.

FINDINGS AND DISCUSSION

In order to assess the data incorporated in this research, it is essential to note the range of courses taught by professors surveyed. Table 1 presents the courses offered by all faculty included within the sample employed.

The surveyed faculty members taught a full range of courses in the prison institutional setting. The classes range from remedial (i.e., English 099) to graduate level courses (i.e., History 509). The course load provided allows the student-inmate to select courses that may fit their academic needs.

The scope of different courses offered are also of importance. There were eighty-one different classes taught by the participants. Eighteen different departments were represented in the research. The instructors surveyed represent a vast array of the various segments of the university community, and a considerable diversity of academic disciplines.

Upon receiving the returned survey instruments, results were coded and analyzed using appropriate statistical procedures. Analysis was based upon the three principle dimensions of the research; ability of inmate-students; effort and motivation of inmate-students; and, institutional environment for college courses. The instrument requested the number of different courses the instructor taught in a correctional facility, the number of times the professor taught in the correctional system, and correctional institutions in which courses were offered.

TABLE 1

DEPARTMENT	COURSE NO.	COURSE TITLE
Anthropology	ANTH 101	Introduction to Cultural Anthropology
	ANTH 103	Archaeology and Culture
	ANTH 105	Introduction to Physical Anthropology
	ANTH 201	Anthropology of a Changing World
	ANTH 311	North American Indians
Physics And Astronomy	ASTRO 100	Mysteries of the Sky
Business Education and Office Administration	BEOA 241	Principles of Business Correspondence
Modern Languages and Classics	CC 035	
	CC 101	Word Origins and Vocabulary Development
	CC 105	Introduction to the Classical World
	CC 201	Cultural Life of Ancient Greece
	CC 202	Cultural Life of Ancient Rome
	CC 301	Classical Literature in English Translation
	CC 305	Classical Myth And Theory
	LAT 101	Beginning Latin 1
	LAT 102	Beginning Latin 2
Educational Leadership	LAT 201	Intermediate Latin 1
Educational Leadership	EDAC 101	Seminar in Facilitating Lifelong Learning
	EDAC 102	Seminar in Evolving Roles and Job Opportunities
Educational Psychology	EDPSY 355	Adult Psychology
English	ENG 099	
	ENG 103	English Composition 1
	ENG 104	English Composition 2
	ENG 205	World Literature
	ENG 206	World Literature Masterpieces
	ENG 230	Advanced Composition and Creative Writing
	ENG 260	British Literature 1: The Beginnings to 1780
	ENG 299	Experimental/Developmental Topics
	ENG 321	English Linguistics

	ENG 347	Twentieth - Century American Fiction
	ENG 354	Literature of Black America
	ENG 358	American Indian Literature
	ENG 400	Special Topics in World and British Literature
	ENG 497	The Modern Continental Novel
Geology	GEOL 101	Physical Geology
History	HIST 150	Western Civilization
	HIST 151	World Civilization 1
	HIST 152	World Civilization 2
	HIST 198	Studies in Non-Western Civilization
	HIST 201	American History, 1492-1876
	HIST 202	American History, 1877 to the Present
	HIST 405	Nationalism Versus Sectionalism in the United States
	HIST 407	The American Civil War and Reconstruction
	HIST 409	Progressivism and Imperialism:
	(509)	The United States, 1878-1918
	HIST 411	The United States from World War
	(511)	I through World War II
	HIST 462	Development of Roman Civilization
	HIST 475	Britain, 1485-1714
	HIST 487	The Soviet Union
Physiology and Health Science	HSC 160	Fundamentals of Human Health
	HSC 465	Alcohol Problems
	HSC 467	Drug Dependence and Abuse
Mathematical Sciences	MATH 099	
	MATH 125	Mathematics and Its Applications
	MATH 411	Abstract Algebra 1
	MATH 471	Advanced Calculus 1
	MATH 472	Advanced Calculus 2
School of Music	MUHIS 100	Introduction to Music
Philosophy	PHIL 100	Introduction to Philosophy
	PHIL 312	Current Issues in Philosophy
	RELST 101	Religions in American Culture
Political Science	POLS 130	American National Government
	POLS 293	International Relations
	POLS 342	Problems in Public Policy
	POLS 350	Public Administration

Psychological Science	PSYSC 100	General Psychology
	PSYSC 213	The Psychology of Human Adjustment
	PSYSC 224	Applied Behavior Analysis
	PSYSC 316	Introduction to Social Psychology
Sociology	SOC 100	Principles of Sociology
	SOC 242	Social Problems
Speech Communication	SPCH 210	Fundamentals of Public Communications
	SPCH 310	Historical and Contemporary Public Address
	SPCH 320	Persuasion
	SPCH 325	Interviewing
	SPCH 333	Topics in Speech Communication
	SPCH 350	Business and Professional Communication
	SPCH 375	Presentational Communication
	SPCH 451	Communication in Organizations
Theatre and Dance Performance	THEAT 100	Introduction to Theatre

Of key concern to any educator is the ability of the students he or she will be teaching. This is of similar concern in providing college courses to inmates in the institutional setting. Analysis of the ability of inmate-students provided interesting opinions from the respondents.

This dimension was examined through three questionnaire items, the results of which are presented in Table 2. The first statement, (Overall, inmate-students have less academic ability than regular students) revealed seventy-three percent of the respondents expressing disagreement, three percent having no opinion and twenty-four percent in agreement, with none of the respondents strongly agreeing. The next statement, (Overall, inmate students are of equal academic ability as regular students) resulted in thirty-five percent expressing either strong disagreement or disagreement, and fifty-seven percent either strongly agreeing or agreeing. The last statement of this particular section, (Overall, inmate-students have greater academic ability than regular students) revealed seventy-three percent strongly disagreed or disagreed, while sixteen percent either strongly agreed or agreed. While many of the instructors felt an inmate-student had equal academic ability, very few agreed with this statement.

The above finding strongly dispels the belief of the stereotypical prison inmate as possessing below average educational ability. Although many inmates have not received a formal education, it can be seen that college professors believe those

TABLE 2

PERCEIVED ABILITY OF INMATE-STUDENTS

	<u>ITEM</u>	<u>MEAN</u>	<u>MODE</u>	<u>MEDIAN</u>
Q1	Overall, inmate-students have less academic ability than regular students.	2.19	2.00	2.00
Q2	Overall, inmate-students are of equal academic ability as regular students.	3.30	4.00	4.00
Q3	Overall, inmate-students have greater academic ability than regular students.	2.32	2.00	2.00

Scores based on a 5 point Likert Scale with strongly disagree equaling 1.00 and strongly agree equaling 5.00.

enrolled in courses do have the academic capacity to pursue college courses, and compare favorably with students enrolled in the "traditional" college setting.

Frequently, there are questions as to the motives of the inmates who are enrolling in college courses. The second dimension of the questionnaire attempted to evaluate what correctional educators see as the reasons inmates enroll in college classes. Results are presented in Table 3. Professors were asked to compare the motivational factors of the inmate-student with the traditional college student.

The first statement in this series, (Overall, inmate-students devote less effort to college courses than regular students) revealed eighty-one percent of respondents strongly disagreeing or disagreeing, eleven percent agreeing, with none of the responses indicating strong agreement. The second instrument item in this regard, (Overall, inmate-students devote equal effort to college courses as regular students) demonstrated, of those responding, thirty-two percent expressing disagreement, and forty percent expressing agreement. Continuing with the comparison between inmate-students and traditional college students the next item, (Overall, inmate-students devote more effort to college courses than regular students) interestingly revealed fifty-one percent of respondents strongly agreeing or agreeing with thirty-five percent strongly disagreeing or disagreeing.

The faculty teaching in the institutional setting surveyed perceive the inmate-student as devoting more effort to the college

TABLE 3

PERCEIVED INMATE-STUDENT MOTIVATION

	<u>ITEM</u>	<u>MEAN</u>	<u>MODE</u>	<u>MEDIAN</u>
Q4	Overall, inmate-students devote less effort to college courses than regular students.	1.87	1.00	2.00
Q5	Overall, inmate-students devote equal effort to college courses as regular students.	3.08	4.00	3.00
Q6	Overall, inmate-students devote more effort to college courses than regular students.	3.32	2.00	4.00
Q7	Inmate-students are motivated to take college courses due to a sincere interest in obtaining a college education.	3.68	4.00	4.00
Q8	Inmate-students are motivated to take college courses due to the desire to favorably impress corrections/court officials.	3.78	4.00	4.00
Q9	Inmate-students are motivated to take college courses in order to avoid work assignments in the institution.	2.62	2.00	2.00

Scores based on 5 point Likert Scale with strongly disagree equaling 1.00 and strongly agree equally 5.00.

experience than the traditional college student. It could be reasoned the inmate-student has more time to devote to study than the traditional student because of the lack of social and other responsibilities. It may be argued that all the inmate has is time, therefore attention to class work would be all the inmate-student has to do. Other reasons could be the inmate-student realizes the value of an education because of his present situation, and sees a college education as a means of a better life.

Included in this section is motivation of the inmate-student. This section sheds light on the perceptions of faculty regarding reasons inmate-students may devote more effort to their studies and participate in college programs. The first statement, (Inmate-students are motivated to take college courses due to a sincere interest in obtaining a college education) revealed no professors strongly disagreeing and nineteen percent disagreeing. The majority of respondents, seventy-six percent, strongly agree or agree. Although the respondents felt an inmate-student enrolled in college courses out of a sincere interest, the next statement showed there may be a strong motivation behind this interest. The next item, (Inmate-students are motivated to take college courses due to the desire to favorably impress corrections/court officials) resulted in fourteen percent of respondents expressing agreement, while seventy-eight percent expressed some level of disagreement. The last statement, (Inmate-students are motivated to take college

courses in order to avoid work assignments in the institution) revealed fifty-one percent of responding faculty strongly disagreeing or disagreeing, while thirty percent strongly agreed or agreed.

The inmate-students were once again favorably perceived by the respondents. It was shown that seventy-eight percent of the respondents strongly agreed or agreed with the statement: Inmate-students are motivated to take college courses due to the desire to favorably impress corrections/court officials. Seventy-six percent also agreed with the statement pertaining to the motivation to take college courses, which is due to a sincere desire in obtaining a college education. Even though there is a motivational reason for taking classes, that of impressing correctional and court officials, this can be seen as a positive occurrence. By having this motivation, an inmate chooses to take college courses while in prison, if he or she were not institutionalized they may not have the opportunity or desire to do so. The opportunity to prove one's self as a better person is a major component of the rehabilitative model of corrections.

The last dimension focuses on the institutional environment of college courses offered in the correctional setting. Survey results are presented in Table 4. This aspect of the project is designed to determine how the officials and staff of correctional institutions dealt with college education programs.

This dimension can be broken down into smaller subgroups, all of which pertain to the institutional environment. The first

TABLE 4

PERCEIVED INSTITUTIONAL ENVIRONMENT

	<u>ITEM</u>	<u>MEAN</u>	<u>MODE</u>	<u>MEDIAN</u>
Q10	Corrections officials encourage inmates to enroll in college courses.	2.11	1.00	2.00
Q11	Corrections officials provide adequate facilities to assist in the provision of college courses in the institution.	2.72	2.00	2.00
Q12	The staff of correctional institutions support college courses for inmates.	2.42	2.00	2.00
Q13	Classroom space in the correctional facility is conducive to learning.	2.54	4.00	2.00
Q14	Library and educational resources available to inmates are conducive to learning.	1.70	1.00	1.00
Q15	Technical assistance resources available to instructors in the correctional setting are adequate.	2.46	2.00	2.00

Scores based on 5 point Likert Scale with strongly disagree equaling 1.00 and strongly agree equaling 5.00.

subsection of interest is that pertaining to perceptions of the respondents concerning corrections officials' and institutional staff's encouragement of inmates to take college courses. The first item was, (Corrections officials encourage inmates to enroll in college courses) revealed only eight percent of respondents in agreement. An overwhelming sixty-one percent of faculty surveyed strongly disagreed or disagreed with this statement. The other statement which strongly correlates with the previous statement was: The staff of correctional institutions support college courses for inmates. Fifty-six percent strongly disagreed or disagreed, while a surprisingly low twenty percent strongly agreed or agreed. After looking at the responses given, it can be surmised that college professors believe inmate-students receive little encouragement from the personnel of the institution or correctional administrators to enroll in college courses. It was hypothesized in the beginning of this research that correctional officials and staff would encourage inmates to take classes because it may be used as a "baby sitting" tool. If the inmate is enrolled in classes part of the day and studying to obtain satisfactory grades, he would not be in a position to generate problems in the institution. Much of the inmate's idle time would be consumed studying or attending class. The opposite seems to be true. The reason for this discouragement by correctional officials could be that if an inmate is in class or studying, the inmate cannot be used for work purposes inside the prison. Another reason could be budgetary, reflecting concerns for resources that are dedicated for

educational purposes as opposed to security, detention and basic services.

The next subsection focused on the facilities and resources available to inmates and their conduciveness to the educational process. A series of five statements were provided to the respondents. In response to the first in the series, (Corrections officials provide adequate facilities to assist in the provision of college courses in the institution) fifty-six percent strongly disagreed or disagreed, and no one gave a response of strongly agreeing, however, forty-two percent did agree. Keeping with the issue of facilities, the following statement was provided: Classroom space in the correctional facility is conducive to learning. Fifty-nine percent of the respondents strongly disagreed or disagreed with this statement. Thirty-eight percent agreed. Once again, no one responded that they strongly agreed. Access to adequate library facilities is of high importance for any college student in fulfilling their academic needs. The next statement, (Library and educational resources available to inmates are conducive to learning) allowed respondents to express their opinion of the quality of services provided to the inmate-student. It was discovered that an astounding eighty-four percent of the respondents strongly disagreed or disagreed with the previous statement. A mere eight percent agreed, while no one gave a response of strongly agreeing. The availability of adequate resources are of importance to the institutional instructor as well as the inmate-student. Regarding the last statement of this

subsection, (Technical assistance resources available to instructors in the correctional setting are adequate) once again, the institution did not fare well according to the response given, with sixty-two percent of respondents strongly disagreeing or disagreeing. Only twenty-five percent of respondents strongly agreed or agreed.

In these five statements it becomes evident that the majority of the respondents seem to show a frustration with the facilities and resources provided by correctional educational programs. Mentioned earlier was the importance of a budget when referring to prison education programs. It can be shown that limited budget resources explain this frustration. It is evident that if the system is going to implement a program, it should be run to achieve a maximum result. It would be hard as a student-inmate and a prison educator to be motivated to do their best under conditions that are below adequate. If the facilities and resources could be improved, currently enrolled inmates would possibly do even better than they currently are doing, and inmates who are not currently enrolled would find incentive to do so. More top-notch instructors would perhaps choose to teach in the correctional setting. It is financially, and ethically frivolous not to improve a program to reach its maximum potential. It would seem advantageous to prison officials to run an efficient and productive program. It could be politically advantageous as well as economical. If a prison education program proved to be beneficial to the rehabilitative process of offenders, grants could be awarded to the institution.

CONCLUSION

The results of this survey provided viable and eye-opening perceptions on the part of college faculty regarding the provision of courses in the institutional setting. The results are more impressive given the fact that the instructors and their academic fields varied throughout the university curriculum.

Regarding the ability of inmate-students as perceived by the respondents, the inmate-student is of equal academic ability as regular college students. Instructors were conclusive in viewing these students as competent in comparison to traditional students.

Concerning the effort and motivation of inmate-students, the inmate student is perceived by respondents as devoting more effort to college courses than regular college students. The inmate-student is also perceived to be motivated by a sincere interest in obtaining a college education and to impress corrections/court officials.

The final section revealed the feelings of faculty in an institution concerning the resources and the overall environment in prison. The institutional environment did not fair well in the eyes of the respondents. The facilities, the support by the staff, the support of corrections officials, and educational resources were unsatisfactory to the majority of respondents.

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APPENDIX A

PERCEPTIONS OF UNIVERSITY PROFESSORS REGARDING COLLEGE EDUCATION IN CORRECTIONAL INSTITUTIONS

This survey is intended to explore the perceptions of university professors who have taught college courses in correctional institutions.

Please respond to the following items by checking the appropriate space. Feel free to offer additional comments in the space provided.

Thank you in advance for your cooperation.

SA = Strongly Agree
A = Agree
NA = Not Applicable/No Opinion
D = Disagree
SD = Strongly Disagree

SA	A	NA	D	SD	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall, inmate-students have less academic ability than regular students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall, inmate-students are of equal academic ability as regular students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall, inmate-students have greater academic ability than regular students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall, inmate-students devote less effort to college courses than regular students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall, inmate-students devote equal effort to college courses as regular students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overall, inmate-students devote more effort to college courses than regular students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inmate-students are motivated to take college courses due to a sincere interest in obtaining a college education.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inmate-students are motivated to take college courses due to the desire to favorably impress corrections/court officials.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Inmate-students are motivated to take college courses in order to avoid work assignments in the institution.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Corrections officials encourage inmates to enroll in college courses.

OVER

SA A NA D SD

☐ ☐ ☐ ☐ ☐

Corrections officials provide adequate facilities to assist in the provision of college courses in the institution.

☐ ☐ ☐ ☐ ☐

The staff of correctional institutions support college courses for inmates.

☐ ☐ ☐ ☐ ☐

Classroom space in the correctional facility is conducive to learning.

☐ ☐ ☐ ☐ ☐

Library and educational resources available to inmates are conducive to learning.

☐ ☐ ☐ ☐ ☐

Technical assistance resources available to instructors in the correctional setting are adequate.

☐ ☐ ☐ ☐ ☐

Inmate-students receive adequate academic counseling.

Additional Comments:

Background Information

_____ Number of different courses you have taught in correctional facilities.

_____ Number of times you have taught in correctional facilities.

Please list the correctional facilities at which you have taught:

Thank you for your time and effort in this project. Please place the completed survey in the enclosed envelope and return through the Campus Mail to:

Ms. Tina Horton
Department of Criminal Justice and Criminology
Ball State University
North Quad 248